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TITLE Four Reports from the Annual Eastern Regional Migrant Education Conference (4th, Greensboro, North Carolina, March 13-16, 1973). (1) State Coordinators Meeting, (2) Pre-K and Kindergarten, (3) Interstate Migrant Project for Elementary School Children, and (4) Interstate Proposal Considerations--Secondary Personnel.

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ABSTRACT

Migrant coordinators from 21 Eastern Stream States attended the Eastern Regional Migrant Education Conference. These four reports briefly summarize the: State coordinators meeting, discussions on pre-K and kindergarten, Interstate Migrant Project for elementary school children, Bilingual Migrant Project, and interstate proposal considerations as identified by the participants. Among the topics covered are the: audit findings and recommendations; National Program Guidelines; migrant program funding and assessment; standardized reporting procedures; regional parent advisory committees; current status of the Migrant Student Record Transfer System; Interstate Migrant Project's goals, objectives, and activities (i.e., staff development, social studies, and reading, language, and math skills); early childhood project development, parental involvement or "Homestart", inservice training, and program guidelines; and Bilingual Migrant Project's objectives, activities, and evaluation. Some of the interstate proposal considerations involve needs, goals, objectives, program areas, facilities, personnel needs and duties, uses of special equipment, major curriculum materials, supportive services, evaluation instruments, dissemination of information, selection of migrants, parent's role, interstate visitation, and beginning and ending dates. (NQ)

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FOUR REPORTS FROM THE
FOURTH ANNUAL EASTERN
REGIONAL MIGRANT EDUCATION CONFERENCE

13-16 March 1973

1. State Coordinators Meeting
2. Pre-K and Kindergarten
3. Interstate Migrant Project for Elementary School Children
4. Interstate Proposal Considerations--Secondary Personnel

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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STATE COORDINATORS MEETING

TUESDAY, MARCH 13, 1973

Migrant Coordinators from 21 Eastern Stream States met at the Hilton Inn in Greensboro, N. C. on March 13, 1973. The following topics comprised the agenda:

Audit Findings and Recommendations

Mr. Vic Rivera, USOE Migrant Branch, led the discussion on Audit Findings and Recommendations. Approximately six (6) audits have been settled. Some of the States that are still pending are Connecticut, California, Florida, Oregon, North Carolina, Mississippi, Michigan, Texas, and New Mexico. Major audit questions of concern to State Coordinators included exceptions to identification of eligible migrant students and utilization of Migrant Program Funds for administrative functions. General audit findings will be disseminated to states by Migrant Branch, USOE.

National Program Guidelines

Proposed National Program Guidelines were distributed to the State Coordinators. State Coordinators reminded the group that these are in final draft form and are expected to be adopted before June 30, 1973.

Migrant Program Funding

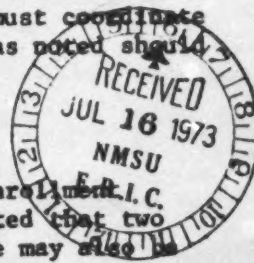
It was reported that Congress has passed the continuing resolution for funding at the 1972 level. No information as yet has been received from the budget office. Programs are currently operating on a 20% reduction. The impact of the continuing resolution is currently clarified by HEW and notice of available funds will be made to states in approximately one week. Mr. Rivera reminded the group that direct services to migrant children should not be cut while maintaining levels of more "supplementary" aspects of the program. As the situation stands, the Migrant Branch of the Office of Education is still using the same format of funding as in the past, and State plans should not be delayed. There was some group discussion of the advisability of using current existing carryover in the event of an interim period.

National Migrant Program Assessment

The mandated separate Migrant Educational Evaluation has been contracted to Exotech. The initial phase of this study is scheduled for completion December 31, 1973. North Carolina has recently been added to the list of the 10 states which will be visited as a part of this study. This evaluation is being coordinated through the Office of Program Planning and Evaluation, Mr. Evans, Mr. Glassman, and Mr. Joseph Bertaglio of USOE, Migrant Branch. State Coordinators were informed that the contractors and subcontractors performing this evaluation must coordinate activities within the states with State Coordinators. Any exceptions noted should be reported to the Washington Migrant Office immediately.

Standardized Reporting Procedures

The group agreed upon the basic information to be required on the Enrollment Authorization Form for Migrant Students. It was proposed and accepted that two (2) additional lines be added so that sender school and sender State may also be included. It was agreed to share this information between applicable states. Each state retains full flexibility to expand this form in any way it sees fit.



Regional Parent Advisory Committees

There was much concern that at the current stage of development, it may in fact be more feasible to continue to work toward a better system for local parent advisory committees. The Florida plan with social educators working with parents in setting up multi-level advisory committees was explained by Jack Burns and Dale Hilburn. Much interest was expressed in the successes reported under this type of organization. An ad hoc committee consisting of Emmett Spurlock, Jack Burns (Chairman), Bob Youngblood, and a member (to be appointed) from Florida is charged with exploring this topic and reporting to the group at the Arkansas meeting.

Maximum Use of "Up The Stream"

The Florida publication of "Up The Stream" was praised for its contributions to the operation of migrant programs. Ways of getting the information required by this publication to the Florida compilers were discussed.

Current Status of Dedicated Migrant Student Record Transfer System

The status of establishing a computing center solely dedicated for the MSRTS was discussed by Max Dyer. If the procedure is followed perfectly, a June 1st installation should occur. Currently September 1, 1973, is the optimistic deadline for implementing the new records. The new system will be evaluated by a 14-member committee of experts in the field. The contingency contract with IBM states that should the capabilities of their IBM 370-135 be insufficient, other arrangements can then be made. A test of an existing installation will be conducted on March 30, 1973. Training operators and users will be developed and scheduled as a changeover occurs. Coordinators will be informed as the system develops.

Future Regional Migrant Education Conferences

Susie Underwood, State Migrant Coordinator, Georgia, extended an invitation for next year's conference in Atlanta. A suggestion to have more frequent meetings of state coordinators was tabled and Georgia was advised to continue plans for the 1974 conference.

Use of the Migrant Student Record Transfer System in Health Emergencies

The use of the Record Transfer System during the recent typhoid outbreak was discussed at length. It was suggested that procedures be established for all states to follow in any subsequent emergency use of the system. A proposed procedure will be developed by those in attendance for concurrence of all states.

Report From National Committee on the Education of Migrant Children

A report was given for the National Committee on the Education of Migrant Children. Representatives present included Mr. Rivera, Cassandra Stockburger, Clem Baines, Louise Cason, and Ulysses Horne. The subject of this report was the findings of a conference on staff development recently held in Connecticut. It was agreed that involvement is a major key in the staff

development process. All staff members should be able to develop comprehensive models. Four recommendations made were: the reordering of projects, a need for developing and continuing inservice training, college-based programs, and career opportunities for all staff. Action taken to implement the outcome of the conference includes presentations, letters to Congress, letters and telegrams to state coordinators and the dissemination of two (2) papers entitled "Issues in Professional Development of Staff for Educational Programs" and "An Overview of Teacher Training and Staff Development."

Teacher Exchange Program

Jack Burns discussed findings of his educational leave which was spent in working with teacher exchange and other aspects of the Florida Migrant Education Program. As a result of this extensive experience it is proposed that considerable interstate involvement of specialized subject area consultants from sending states may be implemented at very reasonable costs. The "teacher-consultant" would work in receiving states during slack periods in sending states. The expenses to receiving states would be limited to travel and per diem since salaries for 12-month personnel are paid by sending states. A major amount of curriculum from such procedures since the consultants selected would be highly qualified with respect to migrant curricula in the home-base states. This system would be expanded to include a highly select group of key administrative personnel.

Migrant Insurance

A Migrant Accident Insurance Plan which has been used in the state of Washington was called to the attention of the group.

Pre-K and Kindergarten: The ninety-five Conferees attending the Early Childhood portion of the Conference chose to explore specific areas of concern to develop rather than unified project development; consequently, the discussion groups fell into some of the following categories: General project development, Parental involvement or "Homestart," In-service Training, and Program Guidelines.

Group I: Realizing that this is not a total proposal, this group would like to recommend that the following considerations be given in setting up a summer program for 3, 4, and 5-year old migrant children.

- I. **Personnel:** One adult per six children in a ratio of one professional who has trained in Early Childhood and two para-professionals with Migrant background.
- II. **Extended day** with facility open from 7 A.M. to 5 P.M. or whatever time meets the needs of the parents in that area.
- III. **Multi-age grouping** with classes made up of some 3's, 4's, and 5's.
- IV. **A large emphasis** should be placed on first hand experiences through the use of field trips. A Polaroid camera as well as a movie camera and projector with the necessary films and bulbs should also be provided for these excursions as well as other activities in the classroom.
- V. **Nutrition:** Provide daily nutritional requirements. Provide all necessary food and equipment for the classroom cooking experiences for young children and also for parents' meetings.
- VI. **Transportation:** An activity mini-bus to be purchased for transporting children on fieldtrips, to the clinic, dentist, etc.
- VII. **Community involvement:** A home-bound mobile van which would go into the camps in the evenings for such activities as loaning of books, records, toys, games, etc., to parents. Instruction could be given in pre-natal care, infant care, use of food commodities, sewing, automotive repairs, appliance repairs, etc.
- VIII. **Health Services:** A follow-up of dental care; meeting the obvious physical needs of children.
- IX. **Social Services:** Interstate cooperation of supporting services to help eliminate the lag of services; for example, the qualification time limit in acquiring food stamps. Accident insurance provided nationwide as soon as a child is enrolled in the Record Transfer System (This could eliminate duplicate payments of premiums as they travel from state to state.)
- X. **Evaluation:** Recommend that all the states in the East Coast Migrant Stream use the same testing instrument for their 3, 4 and 5 year-old migrant children.

Goals: The three main goals for a summer program for this age group would be: 1. Develop a Positive self-concept, 2. Develop communication skills necessary for varying needs, and 3. Help the migrant child to develop psychologically and physically.

Group II: Inservice Training for Early Childhood Teachers and Leaders:

Since migrant children enter schools according to the seasons rather than the regular school term, they encounter difficulties not common to resident students. Therefore, teachers and aides must develop skills in alternative methods for individual learning styles of migrant children.

It is necessary for teachers and aides to understand backgrounds, attitudes, and values of the migrant child. Pre-service and Inservice should include background information on culture, child development, instructional rationale, and methods and use of instructional devices.

Needs: 1. Create a positive self-image, 2. Provide opportunities for success, 3. Develop communications skills needed to cope with environment, 4. Expand the ability to think and speak clearly, 5. Develop foundation skills needed for future academic growth and success, 6. Health and nutritional needs, 7. Foster and promote physical development.

Interstate Project Objectives:

1. To increase staff self-awareness of their personal biases and possible prejudices.
2. To understand values, attitudes, and myths of and about families from the migrant stream.
3. To develop alternative ways to upgrade the basic skills of language arts and other competencies.
4. To understand the importance of the Record Transfer form and Computer Base Resource Unit.
5. To see the importance of paraprofessionals and the role they play in educating the child.
6. To learn about community agencies and the role they serve in the migrant community.

Program Description: Certified teachers should be involved in pre-service and on-going inservice in areas listed in the rationale (above). Teacher Aides should be involved in a career ladder program whereby credit for inservice and experience will be reflected by salary increment. A minimum of 15 hours pre-service should be provided for teachers and aides of migrant children with follow-up inservice in those areas listed in rationale. It is further recommended that a person in each state be designated to represent the state to serve on an interstate advisory council to plan, implement and disseminate information for inservice.

Activities to be included in the program would be:

1. Sessions on migrant culture, values and attitudes.
2. Early childhood philosophy.
3. Child Growth and Development (with emphasis on 3, 4 and 5 year-olds).
4. Ways to relate curriculum aspects to learning experiences.
5. Workshops involving participation in: Autoharp instruction, Art activities, Puppetry, Cooking for young children, Dental/Health Activities, Movement Exploration, Environment Awareness, Parental Involvement, Readiness, and Procedures for Home Visits.
6. Hints for working with assistants effectively.
7. Opportunity for evaluation.

Facilities: Would be a place agreed on by the coordinator and the consultant.

Personnel: 1. An Interstate Advisory Council comprised of one individual from each state, 2. a Coordinator, and 3. a Secretary.

A general description of duties for each would be:

1. Interstate Advisory Council -- a. to plan, implement and disseminate information for inservice, and b. to compile a directory of qualified resource people.
2. Coordinator -- a. to organize and implement the local inservice activities, and b. to secure consultants and other necessary equipment and materials.
3. Secretary -- perform necessary clerical duties.

Evaluation: Because of the scope of topics involved, it is impossible to list all the tools possible for evaluation. However, it is strongly recommended that some measure be designed or secured for a pre and post evaluation of each inservice session, to be followed by supervised performance of workshop participants after they return to their classrooms.

Bibliography: A comprehensive list of books and materials were included by this group; however, it is not listed here because of time and space. Interested persons can secure the list from the Migrant Education Center, Grifton, North Carolina 28530.

Group III. Parent Involvement:

--Definition: any action or attitude on the part of the parent is anything that pertains to the total welfare of the migrant child.

I. Positive strength of Migrant Parents--

1. Deep love and affection for their children.
2. Parent himself is the greatest source of information about the child--

II. Problems: (Reasons for parents to be reluctant in becoming involved with child's activities in Migrant Education.)

1. Financial/Economic pressure.
2. Fear of child losing his cultural identity -- become "honkey-tized."
3. Fear of parental rejection -- based on a record of previous experience of failure.
4. Negative initial contact with school personnel who are untrained and/or insensitive.
5. Lack of adequate transportation.
6. Need for babysitting services while parent is involved in conference, meetings or other necessary functions.
7. Fear of schools and "the establishment" based on experiences of themselves or others.
8. Little understanding that early childhood education will do for and with children. (Example -- failure to see value in "water play" or building blocks as contributing to later learning experiences).
9. Language barrier.
10. Fear of improper dress.
11. Irrelevant P.T.A. or other school meetings -- meaningless and boring.

III. Possible solutions to above problems:

- A. Babysitting -- possible sources.
1. High School students.
 2. Church groups.
 3. Retired people.
 4. Civic groups.
 5. Interested volunteers.

- B. Meet in homes, churches, or other places where parents feel comfortable and are more willing to attend. (Allow for individual differences by flexibility in planning child care.)
- C. Lack of Transportation.
 - 1. Provide a migrant bus to pick-up.
 - 2. Volunteer car-pools.
 - 3. Personal contact with teachers, social workers, etc.
 - 4. Hold meeting in immediate vicinity of migrant camp.
- D. Language Barrier.
 - 1. Hire teachers or aides that speak Spanish.
 - 2. Persons from ethnic group being served -- older brother, sister, etc.
 - 3. Teacher training in Spanish language -- give graduate credit to teachers.
 - 4. Use college or high school language students.
- E. Financial Pressure to Work.
 - 1. Invite parents to come on a rainy day -- won't lose a day's pay.
 - 2. Schedule meetings on rainy days.
 - 3. Become actively involved and concerned with tasks of parents to release pressures of work. (Example -- driving them to laundromat etc.)
 - 4. Schedule meetings at convenient times (after work).
 - 5. Reimburse meetings at convenient times (after work).
- F. Fear of Being Improperly Dressed.
 - 1. Casual attire for teachers.
 - 2. Promote attitude of "come as you are."
 - 3. Sewing classes or workshops for mothers on premises.
- G. Initial Contact with School Personnel.
 - 1. Careful selection and screening of personnel.
 - 2. In-service training sessions.
 - 3. Hire parents as staff members.
 - 4. Invite nurses to accompany personnel on home visits.
- H. Irrelevant Meetings.
 - 1. Plan meetings to--
 - a. Share accomplishments of children.
 - b. Share ethnic dishes or participate in a cook-out.
 - c. Give parents snapshots.
 - d. Provide scrapbooks to record pictorial record of child's activities at school
 - e. Have a baby photographer to take pictures of babies at home if they are brought to meetings - also of the entire family.
 - f. Clothing exchange or sale.
 - g. Toy or book lending library.
 - h. Art workshop of children's activities for parent participation.
 - i. Fathers invited to build or repair equipment.
 - j. Program for minor first-aid.
 - k. Appropriate films.
 - l. Instructions in use of surplus commodities/foods and opportunity to prepare it.
 - m. Video tapes of children in the classroom -- also slides, films, etc.
 - n. Entertainment of any kind -- dancing, etc.

- o. Bring service representatives to school to explain available services (lawyer, health personnel, family aid, etc.)
 - p. Organize parent advisory groups to plan their own programs and indicate their desires and needs.
- I. Parent Involvement in the Daytime: Let parents participate in activities they are competent in. Find this out by asking the children what their parents can do; take advantage of parents' skills and talents. Also, chaperone field trips; invite parents to lunch.

Group IV: Child Development Centers -- for 3 to 5 year-olds:

I. Needs:

A. Physical

- 1. Hygiene.
- 2. Medical
- 3. Dental.
- 4. Nutritional.
- 5. Physical examinations with follow-up.
- 6. Safe environment.
- 7. Adequate space.

B. Parental Involvement.

C. Better Record Transfer System procedures.

D. Educational.

- 1. Physical orientation to the environment.
- 2. Warm, effectual, acceptable environment.
- 3. Meet effective needs.
 - A. Enhancement of self-concept.
 - b. Development of good human relation skills with the teacher, peers and other people.

E. Staff Identification

- 1. Number of Staff
- 2. Warm, individual knowledgeable adults.

II. Objectives:

- 1. Provide opportunities for the maintenance of good health and physical growth through adequate nutritional food, adequate rest, physical activity and dental and medical attention with proper adequate follow-up procedures.
- 2. Provide adequate and comfortable physical environments which produce conducive educational atmospheres for living and learning.
- 3. Provide experiences and activities for the development of self-confidence and positive self-image.
- 4. Provide a well planned educational program with varied opportunities for understanding the social environment, aesthetic work and physical environment.
- 5. Provide language experiences and activities to develop the necessary verbal ability for effective expression and communication with others.
- 6. Provide planned experiences and activities for the development of basic concepts, skills and appreciations, and healthy attitudes toward people and things.

7. Provide opportunities for the parents and siblings to be involved in the child's school experiences and decision making which emphasizes respect and understanding of the home environment.
8. Provide pre-service and in-service workshops for total staff--both professional and non-professional.
9. Formulate a more efficient and adequate form and system for continuity of health and educational services for the migrant children in the migrant child development centers.
10. Provide an extended day according to the needs of the target area.
11. Provide a staff that is knowledgeable in good early childhood practices.
12. Provide an on-going evaluation system.

III. Procedures:

1. Identify and secure the services of institutions applicable to meet the objective; and the institutions' role for participation.
2. Facilities must meet State standards with special emphasis on comfort for the young child.
3. Many and varied activities and experiences to enhance self-image and self confidence will be built into the daily program.
4. Funds should be allocated to implement a well planned educational program.
5. Many teaching aides will be provided to allow for the language differences of children.
6. Establishing an advisory board and other methods of involvement such as home visits, recruiting, etc., to meet whenever necessary to meet needs of a specific target area as local needs warrant. This committee will consist of: more than half members being part of the target population with members of the local community agencies included as well as representatives from the local educational institutions.
7. Each local unit will prescribe the length of in-service training sessions as are applicable to each local unit.
8. One day each week will be set aside for updating enrollment information.
9. Submission of an Early Childhood Checklist will be made to the Migrant Record Transfer System to be included on the form.
10. There will be time in the pre-service and in-service training to give understanding of the functions of the Record Transfer System.
11. Procedures will be made to construct the program day to correspond with the migrant work day.
12. To work toward obtaining staffing who are knowledgeable and/or certified in the field of early childhood education and staff members from the target population.
- 13.. An evaluative instrument will be used to measure the accomplishment of the stated objectives. These evaluative instruments include standardized tests, state and national requirements and teacher-made instruments.

Group V: "Home Start"

I. Needs:

1. Development of self-concept.
2. Personal relationship between teacher, parents, and children.
3. Physical and mental growth.
4. Community involvement.
5. Adult instruction.

6. Open school approach -- flexibility -- needs and methods used.
7. Language Development.
8. Deal with academic, social and physical aspects.
9. Equipment and supplies.
10. Reports and lesson plans.
11. Follow-up.
12. Enrollment in Record Transfer System.
13. Classroom involvement and field trips vital.

II. Interstate Goals:

1. Enhancement of self-concept.
2. Registration of home instruction families (children 0-4) in Record Transfer System.
3. Develop a personal working relationship between teacher, parents and children.
4. Meet physical, social and education needs of children involved.
5. To increase community involvement.
6. Develop adult education as part of the home instruction program.
7. Make the program flexible to be adapted to each particular situation, child, or parent.
8. Develop a system of basic continuity of language development.
9. Develop means of communication of exchange of use and ideas of materials, equipment and techniques of instruction.
10. Develop means of exchanging progress reports on children in the program.
11. Assessment and evaluation of programs implemented through annual conferences.
12. Classroom involvement and field trips.

III. Project Objectives:

- A. Primary goal is to meet the needs of children for experiences which will foster their development as human beings; this includes all aspects of the Child's physical, intellectual, emotional, and social development.
- B. Involvement of parents through meetings, home visits, and classroom participation.
- C. Provide for proper nutrition.
- D. Utilization of many public and private agencies to provide needed services and assistance to the families enrolled in the program.

- IV. Description of Program Area: Most instruction of the pre-school migrant child will take place in the home. At least once weekly, 3 and 4 year-old should meet in a typical classroom situation to provide peer interaction and group activities. Parents should be welcomed to join these meetings whenever possible. If no school facilities are available, churches, or other community facilities could be utilized.

Activities included in project would consist of:

- construction with blocks
- creating with paper, crayon, paint, scissors, wood, etc.
- self-expression in dramatic play
- manipulating materials such as clay, puzzles, etc.
- singing, playing musical and rhythm instruments
- serving self, peers, and pets
- washing and brushing teeth
- climbing, lifting, moving toys and equipment
- visiting neighborhood stores, public service figures, and professional friends through field trips.

V. Facilities: Whatever facilities are available in the home will be utilized. This will be supplemented whenever possible with education supplies brought in by the teacher to implement instruction.

VI. Personnel

1. Home instruction teacher.
2. Teacher Aide.
3. Psychologist.
4. Nurse/social worker.
5. Dental Hygienist.
6. Physician.
7. Cook.

--All of the above will be utilized to instruct the parents and children in the home environment. A special mobile unit could be set-up in the classroom situation when no other facilities are available. As for curriculum materials, the Distar Language program might be a good "springboard." Teaching supplies would be paper, paste, crayon, glue, scissors, etc.

VII. Supporting Services: Many public and private agencies will be utilized to provide needed supportive services to the migrant families enrolled in the program; some of which are:

1. Public Health Department.
2. Mental Health Department.
3. Family Planning Clinic.
4. Immunization Clinic.
5. Social Services.
6. Legal Aid Society.
7. Counseling Services organizations.
8. Church charities.
9. Neighborhood Family Center.
10. Speech and Hearing Clinics.
11. College Extension Services.
12. Local and Regional Library systems.
13. American Red Cross.

VIII. Evaluation Procedures:

A. Methods and devices for evaluation:

1. Basic reports of pupil personnel staff -- nurse, physician, dental hygienist, psychologist, speech and hearing therapist, social worker, program supervisor, and parents.
2. Observation of the child -- individual and group behavior, manners, oral expression, physical and emotional development.

3. Attitudinal and behaviorial changes as observed by the entire staff.
 4. Weekly narrative reports by teachers on each student.
 5. Dissemination will also occur through faculty meetings, local newspapers, and verbal reports to the Parent Advisory Committee.
- B. Nature and Degree of Changes Expected: As a result of the home instruction program, we expect to improve in the physical, social and educational needs of the children involved -- based on their maturational development. The Evaluation information will be used to improve the home instruction program and also to measure the child's development.

INTERSTATE MIGRANT PROJECT FOR ELEMENTARY SCHOOL CHILDREN

Categories of Needs

1. To Improve Self-Concept
2. Cultural Improvement
3. Provide Opportunities for Social Mobility
4. Promote Physical Well-being
5. To Develop Community Services
6. To Develop Positive Attitudes Toward School
7. To Promote Achievement in Basic Skills
8. To Improve for Emotional and Psychological Well-being of the Migrant Child
9. To Provide for Program Continuity from One State to Another

Interstate Goals

1. To improve awareness by all states of the directions or emphasis that individual states are taking in working with the migrant children.
2. To design and develop a program for migrant students, grades K-6 who travel the Eastern Stream which will offer the participants an opportunity to learn to their capacity.
3. To investigate effective methods to involve parents and community in a unified program.
4. To promote health and physical well-being of migrant children.
5. To coordinate interstate programs or projects that will meet the educational needs of migratory children of migratory agricultural workers.
6. To improve interstate communications.

Interstate Project Objectives

1. The increased awareness and communications between the states in the Eastern Migrant Stream will result in the improvement of the migrant child's language development by seven months as measured by a test selected by the states cooperating.
2. Seventy percent of all persons working with migrant children will participate in staff development activities to inform them of significant factors concerning the particular migrants with which they work.
3. By the end of the program, all students will show, on the average, an improvement in physical health as indicated by screenings by a registered nurse and dentist.

4. By the end of the program, all students will demonstrate an awareness of cultural and recreational activities and a positive self-concept as indicated by an individual Migrant Student Growth Record and the Uniform Migrant Student Record transfer form.
5. By the end of the program all elementary age students will demonstrate an awareness of occupations as measured by construction of one or more three-dimensional objects.
6. By the end of summer, 1973, 70% of the migrants enrolled in the Interstate Program of Social Studies will attain a basic understanding of 15 occupations relevant to his environment and learn to appreciate the basic similarities and differences of cultures represented in the center.
7. By the end of the program, 70% of the migrant students enrolled in the Interstate Program of Mathematics will increase their skills in mathematical concepts by 7 months as measured by the Iowa Test of Basic Skills.
8. By the end of the migrant program, each migrant child will have eliminated two (2) identified deficiencies in the area of reading and/or language arts as measured by a teacher-made test.
9. By the end of the migrant program each migrant child will have eliminated two (2) identified deficiencies in the area of math as measured by a teacher-made test.

ACTIVITIES INCLUDED IN THE PROJECT (GENERAL DESCRIPTION)

Staff Development:

Inservice activities will be provided on interstate and state levels; the interstate group will develop a manual showing the thrust of individual state programs for migrant children and characteristics of various migrants served. Included in this manual will be the name of the test which would be used by the cooperating states to measure the achievement of migrant students. Participating states will use the manual and ideas developed from in-service training to influence changes in the language development programs in varying situations.

Social Studies:

Instruction in the social studies area will include display of relevant maps, map games, group discussions, treasure-hunt maps, plaster maps, and creative travel stories.

Reading and Language Skills:

Each teacher will have a suitable classroom equipped with basic equipment needed for instruction in reading provided by the school system. Each teacher will allocate 2 hours per day to teaching of reading. In this 2 hour period the teacher will devote some time to the following: Comprehension, phonics, listening, word analysis, language experience, story telling, syntax, and free or creative time.

All teachers will use the Criterion Reading Program to accomplish the objectives stated for reading. This program will diagnose the reading needs of each migrant child. Ample teaching supplies will be provided.

The following commercially prepared programs may be used in teaching the reading skills: Hoffman, RX Program, System 80, Controlled Readers, and S. R. A.

Teacher prepared material to be used will include names and crossword puzzles. In addition student prepared materials will be utilized at the discretion of the teacher. These may include experience charts, PCER produced books and other appropriate materials.

A librarian will assist the reading teacher in instruction of reading on a scheduled basis. Each child will have access to the library and its resources for 2 hours per week.

Math:

Each teacher will allocate 45 minutes a day to the teaching of math. Included in the 45 minute period, the teachers will devote some time to the following areas: number and sequence, shapes, and problem solving.

All teachers will use a selected math program which will provide materials and equipment to meet the identified needs of each child. Practical mathematical experiences will be provided by various field trips.

Social and Cultural Needs:

One part-time teacher will be employed to give instruction in art education to all pupils. Ample supplies and materials will be provided to implement the art program.

One part-time music teacher will be employed to give instruction in music education to all pupils. Ample supplies and materials will be provided to implement the art program.

Weekly field trips will be provided for cultural enrichment for all students. Tours will be provided to implement the art and music programs as planned by the art and music teacher.

One counselor will be employed to work with migrant children in the development of personal and social assets. The counselor will council with parents of migrant children to help them to provide a better learning environment.

Physical and Health Development:

All migrant pupils will be given a physical examination upon entrance into the program administered by the school nurse and a selected physician. Remedial treatment will be prescribed by the physician and carried out with the parent.

Each child will be given a dental examination upon entrance into the program administered by the school nurse and a selected dentist. Corrective treatment will be carried out.

A part-time physical education teacher will be employed to provide a program of physical development and health education for all pupils enrolled. She will work with all pupils 2 hours per week. Activities to promote physical education will be carried out in a multi-purpose rooms and classroom. Gym and playground equipment will be utilized. Small items of supplies and equipment will be provided to implement a good program of physical health and development.

A home-school coordinator will provide for children who exhibit a need for clothing assistance in order that they may be able to fully participate in the educational activities. Children will select their own wearing apparel. Three Type "A" meals will be provided for all children. One lunchroom manager and aides as necessary will provide these meals. This program will follow the guidelines of the Department of Agriculture.

Occupational Programs:

Explorations in the occupational area will include instruction in the construction of a simple garment for each migrant girl, and basic skills training in the use of hand tools for woodworking for each migrant boy. Each child enrolled in the program will be provided with necessary supplies to enable him to complete one three-dimensional object of his choosing.

Persons required to implement the above described program include a director to coordinate the program activities; classroom teachers to provide instruction in the areas of language arts, social studies, mathematics occupational education, movement education, art and music:

a librarian to organize library activities; a cafeteria manager and aides to provide food services; instructional aides to assist the teachers; a clerk to do the routine clerical work and to transmit student data to the terminal operator; a nurse to coordinate the health services; custodians to keep the buildings and grounds clean and in good repair; a media technician to assist with audiovisual machines used in instruction; and bus drivers to transport the students.

The program will be carried out in a school facility which provides appropriate classroom spaces and special rooms for special subject areas such as occupational education, movement education and library. Facilities will also be available for health screenings and treatment.

Evaluation procedures:

It will be necessary to apply a variety of evaluative techniques to determine whether or not the objectives prescribed for the program have been attained. Migrant children will be tested in the academic areas by a variety of commercially prepared standardized tests agreed upon by the cooperative states. Other important measurement instruments would include a teacher prepared migrant student growth inventory, the available information in the Migrant Student Transfer Record Form. Health Screening Records should be reviewed as a part of the evaluative procedure.

Evaluative data will be used to assist teachers in the cooperating states in the development of instructional materials for migrant students, to assist them in the development of more effective future migrant education programs, and finally to determine the degree to which the prescribed objectives have been attained.

Information generated by the operation and evaluation of the program will be disseminated by letters to the homes of the migrant children, through the interstate migrant student record transfer system, public relations releases such as newspapers, radio, television and newsletters, exchange of information among the states and through the public appearance of program personnel at civic clubs and other community functions.

BILINGUAL MIGRANT PROJECT

Needs of Migrant Children

1. A Bilingual, Verbal Diagnostic Achievement Test
2. Bilingual Source Materials
3. An Effective Interstate Communication System
4. Bilingual Interstate Staff Development Activities
5. Bilingual Tutorial Services

PROJECT OBJECTIVES

1. 100% of the children will be placed into the proper level according to his abilities by the end of the first week of the program.
2. Bilingual children on each level will be able to perform with 80% accuracy in language arts, within 1 year.
3. 100% of the children enrolled in the bilingual migrant education will show some degree of improvement in language development by the end of one year of instruction.

ACTIVITIES

This program will provide individualized instruction in all levels from early childhood development through vocational training, cultural enrichment and experiences outside the formal classroom, real life experiences, physical activities and extra curricular activities.

Facilities required for the program are schools with enough rooms for individualized instruction and personal facilities suitable for all activities.

The most qualified personnel available with pre-service training is a pre-requisite for the program.

Bilingual materials and correlated unified instructional materials will be used in the instructional phase of the program.

EVALUATION

1. A specifically designed measuring instrument will be utilized to measure the migrant child's progress in language development
2. It is expected that every child enrolled will show some degree of improvement in language development as well as development in other academic areas.
3. Student information generated by the evaluation of the project will be recorded on the individual student's interstate transfer record so that it can be transmitted to other states enrolling the child.

FOURTH ANNUAL EASTERN REGIONAL MIGRANT CONFERENCE

I. INTERSTATE PROPOSAL CONSIDERATIONS - SECONDARY PERSONNEL

A. Migrant's Needs Identified By Interstate Personnel

1. Lack of Reading Skills
 - a. basic understanding of phonics, vocabulary, word attack and comprehension.
2. Individualized Instruction
 - a. train more staff members to provide individualized instruction for all grade and age levels.
3. Lack of Basic Skills
 - a. provide youngsters with the correlated mathematics, reading skills necessary for job placement.
4. Prevent Dropouts
 - a. provide financial help for families to prevent dropouts.
 - b. provide incentives for complete education.
5. Provide Examples That Will Contribute to the Development of a Positive Self-Image.
 - a. realization of achievement
 - b. good sportsmanship
5. Need to Develop the Knowledge and Wise-use of Their Earnings
 - a. start a savings account
 - b. guidance in purchasing
6. Improving of the Substandard Housing Conditions
 - a. public awareness of housing condition
 - b. keep housing surroundings clean
 - c. do not destroy housing projects
7. Need More Dependable Adult Supervision at Camp Sites
 - a. counselor should spend more time at camp sites.
 - b. better provision for separation of age groups.
8. Need to Develop an Interest in a Variety of Occupations
 - a. more guidance in vocational areas.
9. Identify What the Migrant Child Needs
 - a. background
 - b. interest
 - c. mental age
 - d. ability
 - e. level of performance



10. Legal Defense (Legal Service Funds) Need to be Established
 - a. community should establish legal service funds.
11. Community Involvement
 - a. involvement through churches
 - b. civic groups and clubs
 - c. private families
 - d. businesses and use of community facilities.
12. Improved Relations With Crew Leaders
 - a. crew leaders should be enlightened as to the benefits of the Migrant Education Program.
13. Greater Impact by Local Board of Education
 - a. extensive efforts should be made by the local boards to support the migrant program.
14. Immediate Availability of Information Regarding Migrants
 - a. immediate use and improvement of information on Migrant Transfer Record System.
15. Interstate Cooperation in Identification of Migrants Not on Data Bank
16. Improved Feelings of Self-Concept
 - a. get the child to believe that he has the ability to achieve
17. Articulated Migrant Curriculum
18. Language Development Program to Help Migrants Become Bilingual
19. Teacher Appreciation of the Migrant Culture
20. Cooperation of Social Agencies
21. Employments of Migrants in Program
22. Vocational Skills
 - a. introduction to a variety of vocational skills and instruction in areas of interest.
23. Health Care Provisions Should be Made
 - a. medical
 - b. dental
 - c. nutritional
24. Recreation
 - a. provisions for a greater variety of recreational activities such as: plays, museums, fine art, restaurants, beaches, parades and historical sites should be made.

25. Guidance and Counseling
 - a. adequate counseling services should be provided from all areas of the community as well as on-site professional counselors.
26. Clothing
 - a. allocation of more funds for clothing should be made.
27. Public Relations
 - a. through all available media, inform the community of the migrant situation to promote acceptance and understanding of the migrant.
28. Identify and serve the true migrant child who does not receive any other special services such as
 - a. enough money to supply teachers, tutors, and etc. with materials for effective teaching.
29. Testing
 - a. diagnostic testing that will identify the child's level of instruction.

B. Migrant's Goals Identified By Interstate Personnel

1. To provide information concerning occupational possibilities, personal hygiene and health nutrition.
2. States come up with some code on the "Transfer Record" for Vocational Education.
3. Existing school facilities be made available to migrant children.
4. Provide counseling by staff for better understanding of each student.
5. Each migrant participating in an interstate program will become more proficient in basic skill areas and communication skill areas to become accessible to job placement.
6. Each migrant participating in an interstate program will be provided an individualized instructional and vocational program based on diagnostic prescriptive approach.
7. Each interstate migrant will be provided an instructional and vocational program based upon the concepts of educational continuity and bilingual communication.
8. Should the above listed skills not have been met in grades 1-12, a program will be structured to provide those migrants with financial incentives to gain occupational skills and complete their education.
9. Teacher training and continuous in service.
10. Improved records and record keeping.
11. An appreciation of the migrant culture.
12. Enforcement of compulsory school and housing laws.
13. Preparing the community for the arrival of migrants. (Employer, Political Authority, Health Department, Advisory of Churches and School Authority).
14. Transportation.
15. Health, food and social services provided.
16. Interstate insurance (paid by grower and crew leader).
17. Cultural experiences for parents and children on weekends away from camp environment.
18. Improve supervision at camp sites through staff involvement.
19. Wise use of earnings.
20. To develop a positive self-image through participation in a guided recreation program.

C. Migrant's Objectives Identified By Interstate Personnel

1. By August 31, 1974, 80% of interstate participating migrant children will achieve one (1) additional grade level in reading skills.
2. By August 31, 1974, 80% of interstate participating migrant children will become proficient in trainable occupational skills in selected areas.
3. By August 31, 1974, all Eastern Stream Migrant States (where applicable) will devise a program of bilingual education for participating students.
4. By August 31, 1974, all Eastern Stream Migrant States (where applicable) will devise a vocationally oriented program with financial incentives included for dropout prevention.
5. By May 1, 1974, 60% of the migrant secondary students in the interstate program will show one year improvement in reading and math skills as measured by a standard interstate evaluation.
6. By May 1, 1974, 40% of the migrant secondary students in the interstate program will show a working knowledge in at least one vocational skill as measured by teacher evaluation.
7. By May 1, 1974, 100% of the migrant secondary students will have had one dental checkup and immunizations.
8. By May 1, 1974, 60% of the migrant secondary students will be able to plan a balanced meal as measured by teacher evaluation and/or check lists.
9. By May 1, 1974, 60% of the migrant secondary students will know the rules, regulations, and safety procedures for at least three recreational activities as measured by student participation as well as observation and evaluation by the teacher.
10. By May 1, 1974, 100% will be exposed to cultural and enrichment as measured by checklists and teacher observation.
11. By May 1, 1974, 60% of the migrant secondary students will participate in the community through churches, civic groups, clubs, private families, businesses and use of community facilities as measured by teacher observation.
12. By May 1, 1974, 100% of the migrant secondary students will be exposed to professional and community guidance and counseling as measured by student record information.
13. By May 1, 1974, 100% of the migrant secondary students in need of clothing will have clothing provided through donations or designated funds as evidenced by office records.

D. Migrant's General Description of Program Area Identified By Interstate Personnel

1. A secondary program for migrant students aged 13-21 designed to improve self-image, saleable vocational skills, and academic ability necessary for vocational skills and/or college preparation, to encourage community involvement, and to furnish adequate supportive services and recreational activities for the students.
2. Language: A tutorial program will be developed for secondary students to include instruction in communication skills, basic reading skills and bilingual learning experiences (ESL).
3. Vocational: a program will be developed for secondary students to include basic math and reading skills applicable to occupational training. Communication skills requisite for their selected job interest. Financial incentives necessary to meet immediate needs of students and this prevent dropouts and to provide continuity of vocational training to avoid repetition and provide sequential learning experiences.

E. Migrant's Activities Included in the Project Identified By Interstate Personnel

1. Vocational training in mechanics, bricklaying, building trades, fine arts, food services, homemaking, child care and clerical trades.
2. Academic instruction in college preparatory courses as well as basic reading and math.
3. Field trip activities such as: beaches, historical sites, parades, museums, planetariums, airports, water works, dairies and telephone companies.
4. Recreational activities including individual sports, team sports and quiet social games.
5. Driver's education.
6. Language- Planning administrative, pre-service training and (instructional personnel), orientation for students.
7. Implementation of structural analysis, vocabulary development, comprehension skills and study skills.
8. Vocational involves planning, pre-service training, orientation students, computations skills, structural analysis and work interest experiences.

F. Migrant Facilities Identified By Interstate Personnel

1. Bilingual reading lab
2. Math lab
3. Home Economics room and provided equipment
4. Suite for auxiliary services
5. Gymnasium and provided equipment
6. Playground and provided equipment
7. Business room and provided equipment
8. Language: regular classroom space or available space that will accommodate 5-6 people.
9. Vocational: authentic equipment and materials pertaining to selected occupational training (auto tuning should include tester and wiring board). A mobile unit approach should be adapted to the specific skill being taught. Consideration should be given to moving units from state to state to provide continuity of education where the same or similar students are being served.

G. Migrant's Personnel Needs and General Description of Duties Identified By Interstate Personnel

1. Classroom Teachers- teach in various subject fields.
2. Teacher Aides- to assist the teacher.
3. Guidance Counselors- counseling of students, parents and staff.
4. Secretary for Record Keeping- keep administrative records for the school.
5. Vocational Teachers- teach specific vocational skills.
6. Nurse- Oversee medical services.
7. Coordinator- writes program, plans activities, works with consultants, supervisors and teaching personnel.
8. Consultants- plan and supervise tutors with the coordinator and carryout inservice.

H. Name and Describe Uses of Special Equipment Identified

Language- all audio visual equipment assists in teaching skill areas and individualizing instruction.

Vocational- special teaching equipment applicable to the specific skill.

Additional equipment other than that provided purchased as needed.

I. Name and Source of Major Curriculum Materials

Language- Criterion Reading Program, High Intensity Management System and Distar Language Program.

Vocational- High Intensity Management, Programmed Materials for specific skills and LSI Math Program.

SRA Reading Lab, Grolier Reading Attainment Kit and McCormack-Matheson Math Lab.

J. Types of Teaching Supplies Identified

1. Art supplies, musical instruments and books, building materials, sewing materials, cooking materials, child-care area and toys, clerical office supplies and consumable supplies for students.

K. Supporting Services Needed

1. Guidance, Health, Transportation, Social Services, Psychological Services, Custodial Services and Testing Services.

L. Names and Purposes of Measuring Instruments Identified

1. Purpose is to determine skill competency and growth.

Instruments- teacher made tests, standardized tests, check lists, attendance, pre-tests and post-tests, performance of tasks and teacher observation.

M. Nature and Degree of Changes Expected Identified

Language- 80% will gain 1 year grade progress.

Vocational- 80% will become proficient in selected skill areas.

N. Evaluation Information Will Be Used To:

1. Show justification of program

2. record and store records for later use.
3. give recommendations for employment or college
4. give future guidance of student to a career

O. Ways Information Will Be Disseminated

1. National and State Conferences, through Record Transfer System, Migrant Newsletters and send copies of evaluation to other systems.

P. How Migrants Will Be Selected For The Program

1. Age, length of time in community, type of work of parent or guardian and interstate or intrastate seasonal agricultural workers.

Q. Parent's Role

1. To chaperon field trips, interpreter and aide, recruiters, assist in designing school's program and resource person for classes.

R. Interstate Visitation

1. Interstate workshops and conferences, cooperative pre-service and inservice programs and the exchange of personnel.

S. Beginning and Ending Dates

Beginning- May 1, 1973

Ending- May 1, 1974